



# **European Community/ United States of America Cooperation Program**

**Fiscal Year 2003  
Information and Application Materials**

**Application Deadline: March 28, 2003**

**FIPSE / DG EAC**

**Fund for the Improvement of Postsecondary Education (FIPSE)**

**Directorate General for Education and Culture (DG EAC)**

**European Community-United States of America Cooperation Program  
in Higher Education and Vocational Education and Training**

**Guidelines and Application Materials  
Fiscal Year 2003**

**U.S. Department of Education  
European Commission**

**Application Due Date:  
March 28, 2003**

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## **Guidelines and Application Materials**

The European Community-United States of America Cooperation Program in Higher Education and Vocational Education and Training (EC-US Program) aims primarily at promoting understanding between the peoples of the European Community and the United States of America and improving the quality of their human resource development.

The EC-US Program, through the present grant competition, will support innovative, multilateral, student-centered projects with the potential to stimulate substantive and long-lasting structural and curricular transatlantic cooperation in higher education and vocational education and training. It may also support international education projects that give rise to new forms of cooperation between the United States and the European Community.

The possibility of European Community-United States cooperation in education and training was envisioned in the Transatlantic Declaration on EC-US Relations adopted in November 1990. In 1993, a two-year exploratory phase of cooperation was launched and the experience gained during this period provided the basis for a formal EC-US Cooperation Agreement signed in June 1995. Under the first five-year Agreement (1995-2000) a total of 53 transatlantic consortia were funded involving over 400 EC and US institutions of higher education and vocational education and training. More than 4000 US and EC students were involved with these consortia projects.

### **1. What are the Program objectives?**

In December 2000 the governments of the United States and the European Union renewed the Agreement for five more years to fund projects focusing on international curriculum development and student mobility, with a greater emphasis on vocational education and training, and on language training.

The objectives of the EC-US Program are to:

1. promote mutual understanding between the peoples of the European Community and the United States of America, including broader knowledge of their languages, cultures and institutions;
2. improve the quality of human resource development in both the European Community and the United States of America, including the acquisition of skills required to meet the challenges of the global, knowledge-based economy;
3. encourage an innovative and sustainable range of student-centered higher education and vocational education and training cooperative activities between the different regions in the European Community and in the United States of America that have a durable impact;
4. improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of periods of study and training, and, where appropriate, portability of credits;

5. encourage the exchange of expertise in e-learning and in open and distance learning and their effective use to broaden Program impact;
6. promote or enhance partnerships among higher education and vocational education and training institutions, professional associations, public authorities, private sector and other associations as appropriate in both the European Community and the United States of America;
7. reinforce a European Community and United States dimension to transatlantic cooperation in higher education and vocational education and training; and
8. complement relevant bilateral programs between the Member States of the European Community and the United States of America as well as other European Community and United States programs and initiatives.

## 2. What are the Program actions?

The five-year agreement signed in December 2000 between the governments of the United States and the European Union specifies three “actions” or means to accomplish the objectives listed above:

1. **Consortia Implementation Projects.** The European Community-United States of America Cooperation Program in Higher Education and Vocational Education and Training (EC-US Program) fosters institutional partnerships through three-year consortia implementation projects. Students benefit from having an international curriculum and cultural dimension added to their studies through a combination of curricular innovation and study or training abroad.

**Consortia Preparatory Projects.** Grants for one-year consortia preparatory projects provide opportunities for developing and planning international cooperation for institutions that have little of no international education experience.

2. **Fulbright-European Union Program.** These guidelines provide only the address where information on scholarships for students and scholars may be found. For the website address see section 12.
3. **Complementary Activities .** Grants for one or two years of complementary activities are designed to support the overall purpose of international curriculum development and preparing students for work in a global workplace.

## 3. Who is eligible for funding and what is the minimum number of partners in a project?

The EC-US Program is based on the development of a consortium of higher education and vocational education and training institutions or organizations in the fifteen Member States of the European Community and in the United States. Membership may involve higher education or

vocational education and training institutions and organizations including industry and business groups, non-governmental organizations, publishers, government departments, chambers of commerce, and research institutes as defined below. Complementary activities may also involve as partners other educational institutions, organizations, and associations.

For the purpose of this program:

“higher education institution” means any establishment according to the applicable laws or practices which offers qualifications or diplomas at the higher education level, whatever such establishment may be called;

“vocational education and training institution” means any type of public, semi-public or private body, which, irrespective of the designation given to it, in accordance with the applicable laws and practices, designs or undertakes vocational education or training, further vocational training, refresher vocational training or retraining; and

“students” means all those persons following learning or training courses or programs that are run by higher education or vocational education and training institutions.

Consortia implementation projects and consortia preparatory projects must have a minimum of three higher education or vocational education and training institutions or organizations as partners on each side from at least three different Member States of the European Community and three different states in the US.

Complementary activities may include a large variety of projects. Consortia applying for complementary activities must have two or more EC partners from different Member States and two or more US partners from different states. Since these complementary activities are expected to have broad impact on transatlantic cooperation, it is expected that competitive proposals will reflect geographic diversity, educational entities, and disciplinary methodologies. Above all, you should explain what strengths and resources each partner institution or organization brings to the consortium.

All projects must have a non-profit lead institution or organization in the EC and in the US responsible for submitting the common proposal, for coordinating the project, and for grant management and fiscal control.

In all three types of projects for-profit partners may represent business and industry groups and may help give your project the national and international visibility necessary for it to succeed beyond the funding period. These organizations may collaborate to offer internships or may offer professional advice and expertise.

Make sure that all of your partners intend to participate fully in the project and show strong support for the idea and plan in their letters of endorsement. We recommend parity in the number of entities from the EC and US involved in each consortium. You may create new partnerships or build on existing international or domestic linkages. Projects, however, must be new; you should

not simply duplicate or extend existing activities. FIPSE and DG EAC give high priority to ensuring broad institutional participation in the program.

If you have questions about the eligibility of a partner institution or organization, contact a FIPSE program officer or DG EAC administrator.

#### **4. Who administers the EC-US Program?**

The EC-US Program is administered jointly by the European Commission's Directorate General for Education and Culture (DG EAC) and the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). Applicants from the European Community and the United States must work together to submit a common proposal to DG EAC and FIPSE.

The EC and US guidelines list common objectives, activities and grant formats that build strong inter-institutional collaborations for international consortia. **It is important to use the respective EC and US application forms when completing and submitting the proposal.** European partners should read the guidelines and forms published by DG EAC in the official languages of the European Union and available at <http://europa.eu.int/comm/education/ec-usa/usa.html>. The US guidelines and forms are available at [www.ed.gov/FIPSE](http://www.ed.gov/FIPSE). A full list of addresses where the EC and US guidelines are available is in section 9.

#### **5. What types of activities may be supported under different project formats?**

FIPSE and DG EAC will fund projects in three formats: three-year consortia implementation projects; one-year consortia preparatory projects; and one- or two-year complementary activities projects. It is expected that most proposals will be for three-year projects. Only a small number preparatory projects and complementary activities will be funded. The activities for all EC-US projects should aim to implement an innovative "United States-European Community" approach to education and training.

##### **5.1. Consortia Implementation Projects**

Consortia implementation projects are funded for three years and comprise two phases. The first year is a preparatory phase that focuses on securing formal memoranda or agreements for credit recognition and/or transfer, and fees and tuition waivers. Additional first-year discussions should focus on curriculum development, language training, the availability of key personnel for the duration of the project, and administrative infrastructure issues such as visa requirements, recruitment, and student services. These may be included in the signed memoranda. The second phase, consisting of years two and three of the project, centers on student mobility, language learning, and continued curricular development.

Consortia implementation projects should be sustainable beyond the funding period. An important aspect of every project is the dissemination of products, outcomes, and results. Strategies for sustainability and dissemination should be incorporated in every proposal.

Consortia Implementation proposals submitted to FIPSE and DG EAC must address the following four components: curriculum development, language preparation, student mobility, and evaluation.

### **1. Development and dissemination of innovative international curricula**

Your proposal must address an important international curricular problem or challenge and describe a specific EC-US educational strategy to address that. For example, your proposal should indicate how your project implements a new educational program or improves current practice to prepare students for work in an international context. You should describe the program of study in terms of the teaching materials, courses, methods, and modules that students might typically take at both the home and the host institution. You should indicate whether the proposed curriculum is based on existing programs of study offered at partner institutions or will involve new programs of study that are to be developed by the consortium – or both. Your proposal must address how the students' experience abroad will be integrated into existing academic or training programs prior to and following study abroad.

### **2. Development of language and cultural preparation and assessment**

Since a key objective of this Program is to encourage and enable students to experience an academic, cultural, and linguistic milieu different from their own, you must clearly address the cultural and linguistic instruction you plan to give students before, during, and after their study abroad.

Describe what institutional and other resources will be used to prepare students to study abroad within the framework of the program. Explain how the language stipends will be used. An example might be how your foreign language departments will play a role in training departing students in a European language even if they do not have such a language program. How will you assess if students are ready for instruction in English or an EC language? Discuss how you will ensure that students visiting EC institutions will have adequate language instruction on site. Likewise, you should discuss how students visiting US institutions would receive help with the improvement of English if they need it.

Please note that applications proposing international programs of study with no provision for language and cultural preparation will be considered less competitive. Language proficiency and cultural study prior to and during the study abroad period is key to a student's integration in the academic and training culture of the host institution and country.

### **3. Development of organizational frameworks for student mobility**

Experience shows that projects work best if they target advanced undergraduate students at higher education or vocational education and training institutions (two- or four-year colleges) or graduate students in their second or third years. This arrangement allows for planning and recruitment for study abroad well before student departure to the overseas partner institutions. It also allows for adequate foreign language training for students and

gives students more time to plan for their trip. Participation in these programs should not prolong time to degree or certificate completion. Your proposal should explain the following components for successful student mobility:

Student mobility. You should indicate how many students you intend to send to Europe and how many you intend to receive here in the United States. On average, you should plan for each partner institution to move no fewer than five (5) students over the life of the project. Requests for sending and receiving additional students must be carefully detailed. Consortium projects must plan for student mobility among all partner institutions.

Length of study abroad. The length of time a student spends abroad in study or training is closely related to the greater acquisition of skills and knowledge needed to prepare for a global workforce. Programs of study abroad involving international curriculum development and reform should take into account student profiles, degree programs, and institutional types. Most funded projects should focus on implementing a full academic term for study abroad. For four-year or graduate institutions the most competitive applications implement a study abroad period of one semester or equivalent academic unit. Institutions that offer vocational education or training programs may apply for a regular academic term study abroad project or one that focuses on a shorter intensive programs of three weeks or more. However, the short term study broad must be part of and be fully integrated into a longer and more comprehensive program of international study or training.

Work placements and internships. If your project involves work or training experience, you should address how you will establish and organize student internships or work placements in the partner countries. This includes how long the internships or work placements will last and how they will conform to the applicable laws and regulations of the host country. You should explain who would supervise and evaluate such project activities. Competitive proposals should include the names and locations of participating industry, business, government and non-government organizations in which you intend to place your students. You should also describe how students would build upon this experience upon their return and after their graduation.

Student recruitment strategies. A major factor contributing to the success of consortia is a good plan for student recruitment. As mentioned above, you should strive to send advanced undergraduate students at higher education or vocational education and training institutions (two-year colleges or four-year colleges in the US) or graduate students in their second or third years. Since language learning is a key component of this program, get students thinking about the program early and help guide students to make the proper language course choices to ensure that they can acquire an adequate level of proficiency.

Agreements on tuition and fees. Students studying abroad will pay tuition and fees at their home institution and should incur no additional payments to the host institution. This includes tuition and fees for registration, examinations, library and laboratories. You must submit signed memoranda of understanding or agreements on tuition prior to the exchange of students. DG EAC and FIPSE require this as part of the initial reporting requirements..

Recognition of credit. Recognition of credit for periods of study and training is a crucial component in successful organizational frameworks. In order to assure that students do not increase their time to degree completion you should secure administrative assurances from the home institutions so that the students' study or work abroad will be fully credited upon their return. You must secure formal agreements for credit recognition and protocols for study or work placement from all participating institutions. FIPSE and DG EAC include this as part of the initial reporting requirements.

The reality of credit systems in the European Community and in the United States, as well as between the US and Europe, is very complex. A European Credit Transfer System (ECTS) has been used in Europe for more than a decade and has been implemented successfully in several EC-US projects. We strongly encourage you to use this system to facilitate credit recognition and transfer. DG EAC provides additional budget funds for an ECTS consultant to work with project participants. Information on this system can be obtained at <http://europa.eu.int/comm/education/socrates/ects.html>.

If your project focuses on professional education or vocational training, you should discuss how your project might work with EC and US, state, and national professional associations and/or accrediting organizations to explore means for international quality assurance and certification. What are the challenges of transatlantic certification, licensure, or accreditation that your project touches on? What solutions are you proposing?

Provision for student services. You should describe the student services each partner institution will provide to help students navigate these new programs. The purpose is to make certain that participating students are well supported for a foreign study experience and that they will be received in an appropriate manner at host institutions. You should include student service information in pre-departure orientation activities at the home institutions and arrival orientation activities at receiving institutions. You should also identify how returning students will be integrated into their home institutions following their international study experiences.

#### **4. Development of a strong evaluation plan**

Formative evaluation helps with project management and a strong summative evaluation helps projects become models for other institutions and consortia to follow. You and your consortium must develop a detailed evaluation plan that states the goals and anticipated outcomes of your project and indicates what qualitative and quantitative indicators you will use to measure the success of your project. You should request funds in your budget to support project evaluation throughout the life of your project. Up to \$5000 may be set aside for evaluation in the FIPSE budget

In addition to the four points addressed above, implementation projects may also include the following options:

## **Structured exchanges and teaching assignments for teachers, trainers, administrators and other relevant specialists**

Teachers, trainers, administrators, and other relevant specialists may participate in structured exchanges and teaching assignments as part of consortia projects. Such exchanges and assignments must be done within the consortium and be directly related to the project's curriculum development. The FIPSE budget may include \$3000 faculty stipends to support this activity. Such stipends should be used to attract additional faculty to participate in the project and aid in the institutionalization of the project.

## **Joint development and dissemination of web-based and computer-based technologies**

You may wish to develop an implementation plan for e-learning and for open and distance learning technologies to enhance intra-project communication, curriculum development, teaching and learning, and preparation for student mobility between the US and the EU. Further, new technologies can be used to expand access to the project. You may wish to give students at participating institutions access to course materials that are part of the common program of study established by the consortia.

### **5.2. Consortia Preparatory Projects**

Consortia preparatory projects are designed to encourage innovation and promote wider access for institutions that have little or no experience in transatlantic cooperation and in international curriculum development. They are funded for one year to support faculty and staff development, including opportunities to teach abroad; develop new international curriculum, and discuss issues of credit recognition, language training, student mobility, and evaluation. Preparatory grants may be used to plan for an implementation project but not for a complementary activities project. Applications from institutions that have study abroad programs and offices of international education are generally not considered competitive for Preparatory Projects.

Preparatory Projects are independent of three-year consortia implementation projects and a successful application in this format does not guarantee a further three-year grant. It is expected that a one-year preparatory grant will include at least two meetings of the partners, one at the annual EC-US conference, and another at a location selected by the partners. Each partner in the consortium must be identified, including appropriate letters of commitment from the respective administrations. Competitive proposals for one-year projects must include a plan of action that includes the following four issues:

#### **1. Development and dissemination of innovative international curricula**

Your proposal should outline a plan to discuss and explore a particular academic or vocational training program for international collaboration with an US-EC perspective. For example, your proposal should address how your consortium would plan to implement a new educational program or improve current practice to prepare students to work in an international context.

If your project will involve training or work experience, a preparatory grant may provide opportunities to visit industry and business partners to develop a structure for student apprenticeships or work placements. You may wish to discuss the length and type of apprenticeships or work placements and how these conform to the applicable laws and regulations of the host country. What are the challenges and how will you address them?

If your project focuses on professional and vocational education and training, a one-year preparatory grant may provide you with opportunities to explore the impact and challenges of international quality assurance and certification.

## **2. Development of language and cultural preparation and assessment**

You should discuss and develop plans for cultural and language instruction. What resources are available in the consortium that could be used to prepare students to study abroad? How do you plan to assess whether students are ready for instruction in a language other than their own?

## **3. Development of organizational frameworks for student mobility**

You should discuss plans for student mobility. How would studying abroad add to the proposed field of study through a multilateral approach and how do you believe students will benefit academically and professionally from such a perspective? You should discuss plans for length of study, recruitment strategies, tuition and fees, credit recognition, and student services.

## **4. Development of a project evaluation plan**

You should include two evaluation plans—one that evaluates the activities of the preparatory year and another that outlines an evaluation plan for a future three-year grant. You and your consortium partners should clarify project goals and develop an evaluation plan based on qualitative and quantitative evidence. You should include funds to work with an evaluation consultant during the year.

In addition to the four issues listed above, you may also include the following components:

### **Structured exchanges and teaching assignments for teachers, trainers, administrators and other relevant specialists**

A preparatory project can provide opportunities for structured exchanges and short overseas teaching assignments. These could build linkages and connections among partners that will help consortia implement curricula and exchange students at a future time.

## **Use of new web-based and other computer-based technologies**

You may wish to discuss how new distance learning technologies could enhance project communication, curriculum development, teaching and learning, and preparation of students between the US and Europe. Also, you may want to survey the technological resources of each partner and see what and how each would contribute to a future project.

### **5.3. Complementary Activities**

Complementary activities may be independent or may be related to a three-year consortia implementation project. Complementary activities are funded for one or two years and should focus on a topic and a set of outcomes that support international cooperation in education and training for a wider group of institutions and organizations. Eligible activities may include, but are not limited to, studies and evaluations, print and electronic publications, language and content integration, dissemination activities, conferences, software and web development, e-learning and distance and open education, and infrastructure and resource development. Complementary activities do not include support for student mobility and language stipends but may include teaching exchange stipends. DG EAC and FIPSE are particularly interested in projects that seek innovative solutions for integrating language instruction and disciplinary learning and vocational training, in projects that explore new ways for integrating technology and international education and training, and in projects that focus on the management of data and information resources in support of international education.

Proposed projects must include a plan of action, a timeline of project activities, an evaluation, and a plan for disseminating project results. Competitive proposals for complementary activities are those providing evidence of maximum impact for the future of transatlantic cooperation in higher education and vocational education and training.

You and your colleagues are strongly encouraged to discuss your ideas with a FIPSE program officer or DG EAC administrator before applying for funding support. Competitive proposals should focus on the following four components:

#### **1. Relationship to the purposes of the EC-US Program**

Describe how your project supports the overall objectives of international cooperation in education and training? What is the significance of the project? What is the transatlantic focus of the proposed project?

#### **2. Description of the project**

Describe in detail the nature and purpose of your project. If the project is for developing new printed or electronic resources, studies and evaluations, infrastructure, or curriculum integration, be sure to explain in detail the rationale and the work plan, and provide evidence of adequate resources. If the proposal is for disseminating the results of a prior project or work, what is the evidence of success? What products or results from completed projects (curriculum materials, language integration, lessons learned or best practices, uses

of technology, evaluation data) are you using to support or implement these complementary activities? It is important to describe carefully who would benefit from the project and how.

### **3. Description of activities and timeline**

Describe carefully what you and your partners expect to accomplish on a one- or two-year schedule. What skills and resources will each partner contribute to the project? Describe carefully your plans to disseminate the results of the grant. If your project involves developing resources, infrastructures, software, or websites, describe the resources you already have, as well as those you need to develop in order to complete the project. Who will benefit from the results of your project?

### **4. Description of an evaluation plan**

You and your partners should define your project goals and outline an evaluation plan based on quantitative and qualitative evidence. You should budget for the use of a project consultant.

## **6. What is appropriate institutional commitment?**

Successful international projects among institutions of higher education and vocational education and training need involvement at all levels of leadership. We suggest you introduce your idea early to your institutional or organizational leadership to ensure cooperation in developing this project. Experience in other international consortia has demonstrated clearly that early attention to institutional commitment is a key predictor of successful projects. Both FIPSE and DG EAC look for significant fiscal cost sharing in these seed-funding projects. FIPSE does not specify a level or percentage of cost sharing. For European applicants the total amount of funding granted by DG EAC may not exceed 75% of the approved budget.

It is expected in the US application that the consortia partners make a significant commitment to the project in the form of direct cost sharing and low indirect cost rates. FIPSE does not specify a percentage or amount of cost-sharing. However, because the rate proposed is taken as an indication of institutional commitment, this may vary from institution to institution and from project to project. As a reference point, FIPSE staff use the U.S. Department of Education training rate of eight percent (8%) of total direct costs as a basis for indirect costs (EDGAR 75.562).

EC and US lead and partner institution and organization must include in each application packet letters of endorsement from senior academic or executive officers (e.g., rector, vice-chancellor, provost, dean, director, or president). These letters should indicate how the project fits within the international strategy of the institution or organization and how this project will complement that strategy.

Endorsement letters must indicate a commitment of personnel and resources to complete the project. The letters of the European institutions and organizations must indicate the amount of the

financial contributions each institution is willing to make in support of total project costs. Such a contribution may be in staff time. For consortia projects the endorsement letters must indicate a willingness and intent to sign memoranda of understanding by the time of the first performance report..

## **7. What are the project funding amounts in the EC-US Program?**

Grants in the EC-US Program provide for one, two, or three years of joint funding. The European Commission (DG EAC) will provide funding for the direct use of the European Community partners, and the United States Department of Education (FIPSE) will provide funding for the direct use of the US partners. Awards are intended to provide seed funding for carrying out joint innovative projects that can, in most cases, be continued without ongoing program support. We anticipate that, pending availability of funds in Europe and in the US, a total of 10-15 projects will be supported in FY 2003.

Consortia Implementation Projects. The total funding amount for a three-year project will be up to \$200,000 for the US partners and 150.000 Euros for the EC partners. These amounts include student mobility in both US and EC budgets and additional language and teaching stipends in the US budgets.

Student mobility stipends are normally budgeted for the second and third years at an average of \$3,000 per US student and 3.000 Euros per EC student. Student stipend money is to offset additional costs incurred traveling abroad over the costs of remaining at the home institution. In allocating student stipends consortia may adjust for individual student needs and differential living costs. Allowable costs include travel, room and board but not tuition or fees. Mobility stipends may not be used to move US students within the US and EC students within Europe.

In addition to mobility stipends US consortia partners must budget \$1,500 per US student for intensive language training at the home or host institution. The language stipends for US students may be used for individual study or for group instruction. In sum, a three-partner US consortium may request \$45,000 for 15 mobility stipends (requests for additional stipends must be justified), \$22,500 for 15 language instruction stipends, and up to \$132,500 (including indirect cost) for other budget items for a total of \$200,000.

Consortia are strongly encouraged to use the European Credit Transfer System (ECTS). The European Community makes available 4.000 Euros, allocated for the first and third years in the EC budget, to involve ECTS counselors in the projects. These counselors, whose names may be provided by the European Commission, will undertake information, training and evaluation tasks regarding the proper use of the ECTS system.

Consortia Preparatory Projects. It is also anticipated that a small number of one-year preparatory grants will be awarded with a limit of \$25,000 for the US partners and 25.000 Euros for the EC partners. No student mobility or language stipends are included in this budget. Teaching stipends may be included in the US budget.

Complementary Activities. These projects will be funded for one or two years. The award limit for a one-year project is \$35,000 for the US partners and 35.000 Euros for the EC partners. The award limit for a two-year project is \$75,000 for the US partners and 75.000 Euros for the EC partners. Teaching stipends may be included in the US budget.

## **8. What is the importance of the annual conference?**

An important part of the EC-US Program is the annual conference for all participants in EC-US Program projects. The conference is held over a period of two to three days on a rotating basis between Europe and the US. The participation of all US and EC partners at these conferences is essential because it provides the only opportunity for your consortium and both government funding agencies to meet together.

This conference is intended to serve as a medium where EC and US project participants can meet together to share ideas on what works. It is also intended as a forum for discussion to help the EC and US administrations make important decisions on how best to coordinate the program. Project partners are also given ample time during the annual meeting to work as a group by themselves as well as with their program officers. Your budget must include funding to support adequate participation in these meetings with at least one partner from each participating institution, including travel, hotel, and daily expenses.

The EC-US Program conference will be held in Europe in 2003, in North America in 2004, and again in Europe in 2005.

## **9. What is the process for submitting a proposal by March 28, 2003?**

The lead institution in the United States and the lead institution in the European Union must submit the common proposal to FIPSE and DG EAC. Proposal applications not received by both agencies will not be eligible for funding. The submission date of **March 28, 2003** applies equally to applications sent by postmarked mail, electronic application, or delivered in person. Electronic application is applicable only to the FIPSE application.

### **Submission of proposals in the United States (postmarked mail, in person, or electronic):**

**Postmarked mail:** the original and two copies of the proposal must be postmarked no later than the submission date and sent to the address below. In the US proof of mailing must consist of one of the following: (a) a legibly dated US Postal Service postmark; (b) a legible receipt with the date of mailing stamped by the US Postal Service; (c) a dated shipping label, invoice, or receipt from a commercial carrier; or (d) any other proof of mailing acceptable to the Secretary of Education. If possible send the application by express mail to:

EC-US Program 84.116 J  
U.S. Department of Education  
Application Control Center, Room 3671

7th and D Streets, SW.  
Washington, DC 20202-4725

**Electronic Submission:** In Fiscal Year 2003, the U.S. Department of Education is continuing to expand its pilot project for electronic submission of applications to include additional formula grant programs and additional discretionary grant competitions. The EC-US Program (84-116J) is one of the programs included in the pilot project. If you are an applicant under the EC-US Program, you may submit your application to us in either electronic or paper format. The pilot project involves the use of the Electronic Grant Application System (e-Application) portion of the Grant Administration and Payment System (GAPS). Users of e-Application will be entering data on-line while completing their applications. You may not e-mail a soft copy of a grant application to us. If you participate in this voluntary pilot project by submitting an application electronically, the data you enter on-line will be saved into a database. We request your participation in e-Application. We shall continue to evaluate its success and solicit suggestions for improvement.

If you participate in e-Application, please note the following:

- Your participation is voluntary.
- You will not receive any additional point value because you submit a grant application in electronic format, nor will we penalize you if you submit an application in paper format. When you enter the e-Application system, you will find information about its hours of operation.
- You may submit all documents electronically, including the Title Page, Project Budget, Partner Identification forms, and all necessary Assurances and Certifications.
- After you electronically submit your application, you will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).
- Within three working days after submitting your electronic application, fax a signed copy of the Title Page to the Application Control Center after following these steps:
  - (1) Print the Title Page from the e-Application system.
  - (2) The institution's Authorizing Representative must sign this form.
  - (3) Place the PR/Award number in the upper right hand corner of the hard copy signature page of the Title Page.
  - (4) Fax the signed Title Page to the Application Control Center at (202) 260-1349.
- We may request that you give us original signatures on all other forms at a later date.
- Closing Date Extension in Case of System Unavailability: If you elect to participate in the e-Application pilot for the EC-US Program and you are prevented from submitting your application on the closing date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. For us to grant this extension-
  - (1) You must be a registered user of e-Application, and have initiated an e-Application for this competition; and
  - (2)(a) The e-Application system must be unavailable for 60 minutes or more between the hours of 8:30 and 3:30 p.m., Washington, DC time, on the deadline date; or

(b) The e-Application system must be unavailable for any period of time during the last hour of operation (that is, for any period of time between 3:30 and 4:30 p.m., Washington, DC time) on the deadline date.

The Department must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension you must contact the e-GRANTS help desk at 1-888-336-8930.

You may access the EC-US Program electronic grant application at: <http://e-grants.ed.gov>

**Parity Guidelines between Paper and Electronic Applications:** In addition to e-APPLICATION, the Department plans to expand the number of discretionary programs using the electronic peer review (e-READER) system and to increase the participation of discretionary programs offering grantees the use of the electronic annual performance reporting (e-REPORTS) system.

To help ensure parity and a similar look between electronic and paper copies of grant applications, we are asking each applicant that submits a paper application to adhere to the following guidelines:

- Submit your application on 8 ½" by 11" paper.
- Leave a 1-inch margin on all sides.
- Use consistent font throughout your document. You may also use boldface type, underlining, and italics. However, please do not use colored text.
- Please use black and white, also, for illustrations, including charts, tables, graphs and pictures.
- For the narrative component, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1; and number your pages consecutively throughout your document.

**Applications delivered in person:** You may deliver your proposals in person to the Application Control Center at the address above between the hours of 8:00 a.m. and 4:30 p.m. (Eastern Time), except Saturdays, Sundays, or Federal holidays. Note: proposals will not be accepted after 4:30 p.m. on the submission date. **Do not deliver proposals to the FIPSE office.**

For US applicants seeking further information, please contact:

Frank Frankfort, Ph.D.  
Coordinator, EC-US Program  
Fund for the Improvement of Postsecondary Education (FIPSE)  
1990 K Street, NW, 8th Floor  
Washington, D.C. 20006-8544  
Tel: 202-502-7513 Fax: 202-502-7877  
Email: [frank.frankfort@ed.gov](mailto:frank.frankfort@ed.gov)

### **Submission of proposals in Europe :**

**Postmarked mail:** The EC lead institution must submit the original and four (4) copies of the EC application forms, common proposal, and annexes. Copies should be stapled and not bound in any

way. Proposals sent by FAX will not be accepted. The common proposal submitted to DG EAC may be in any of the official languages of the European Community. All copies of supporting documents should be sent by registered mail postmarked to:

European Commission  
Directorate General for Education and Culture  
Directorate A--Education  
Unit A/5: Tempus Programme—Cooperation with the USA & Canada”  
Rue de la Loi 200  
B-1049 Brussels

**Applications delivered in person:** Application packets delivered in person, by an authorized representative, or by a private courier service may be submitted to the secretariat of the above department no later than 16:00 hr. on the submission date. You should obtain a receipt as proof of submission, signed and dated by the official in the department who took delivery.

European Commission  
Directorate for Education and Culture  
Directorate A—Education  
Unit A/5: Tempus Programme—Cooperation with USA and Canada  
Rue Belliard 7, 6/06  
B-1049 Brussels

For EC applicants seeking further information, please contact:

Nicole Versijp  
Directorate for Education and Culture  
European Commission  
Rue de la Loi 200 (B7 6/06)  
B 1049 Brussels  
Tel: (+32 2) 296 63 19 Fax: (+32 2) 295 57 19  
Email: nicole.versijp@cec.eu.int

**Guidelines and Application Forms are available in Europe at:**

- the Europa Server Internet Address, <http://europa.eu.int/comm/education/ec-usa.html>
- the Main Commission Information Offices in the Member States
- the National Agencies for SOCRATES and LEONARDO DA VINCI

**Guidelines and Application Forms are available in the United States at:**

- the U.S. Department of Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398, tel 877-433-7827, fax 301-470-1244, e-mail: [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov). web: <http://www.ed.gov/pubs/edpubs/html>. Identify the EC-US competition as CFDA number 84.116J. Hard copies should be ordered from ED Pubs.
- the FIPSE Home Page address: [www.ed.gov/FIPSE](http://www.ed.gov/FIPSE).

- Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FRS) at 1-800-877-8339 between 8 a.m and 8 p.m., Eastern Time, Monday through Friday.

## 10. What are the contents of a proposal?

The US lead institution and EC lead institution must submit proposals that are identical in content but differ only in application forms to FIPSE and DG EAC.

You must submit an original application plus two (2) copies for the FIPSE submission (postmarked mail and in person delivery) and an original application plus four (4) copies for the DG EAC submission. Electronic application is available for the US applicants.

1. **Title Page.** Please use the enclosed title page and refer to the corresponding instructions. In the section entitled “Proposal Abstract,” you should include the total number of EC and US students studying abroad during the project. Specify whether you seek funding for a one-year consortia preparatory project, a three-year consortia implementation project, or a complementary activities project.
2. **Table of Contents.** Develop a table of contents for the proposal package with pagination
3. **One Page Summary.** This summary should outline the key features of the project, including the total number of students from each institution being exchanged over the duration of the project. The summary should include the following items:
  - Title of project (specify project format)
  - Summary of program and project activities (maximum 20 lines)
  - List of US and EC consortium institutions or organizations
  - Number of US and EC students/length of study abroad (implementation projects)
  - If applicable, number of faculty exchanges for program teaching and length of stay
  - Number of planned meetings among consortia institutions and approximate locations (the annual FIPSE/DG EAC conference should count as one per year)
4. **Proposal Narrative (signed and dated).** In no more than 10 single-spaced or 20 double-spaced pages (font size 12), you should address the following subheadings that apply to your project format. Each proposal narrative must be signed and dated by the lead partners certifying a common submission.
  - a. **Overview of Project—All Projects**
    - Describe the project’s objectives and strategies for success
    - Describe the innovative elements of the project
    - Describe the added value of transatlantic cooperation
    - Describe how the project will use the partners’ resources
    - Describe pre-existing links between partners (if applicable)
    - Describe the expected results and outcomes

- b. **Formats and Activities—Consortia Implementation Projects**
    - Describe the development of international curricula
    - Describe the strategies to integrate the curriculum into existing programs of study
    - Describe how your consortia will develop adequate language and cultural preparation and assessment
    - Describe how you will develop organizational frameworks for student mobility, length of study, student recruitment, agreements on tuition and credits, and, if applicable, internships and work placements
    - Describe the evaluation plan
    - Describe the student services to be provided at each partner institution
    - Describe the teaching exchanges related to the project (if applicable)
    - Describe the use of web- and other computer-based technologies (if applicable)
    - Describe how products and curricula will be disseminated and sustained
  - c. **Formats and activities—Consortia Preparatory Projects**
    - Describe how you plan to develop international curricula
    - Describe how your consortia will develop adequate language and cultural preparation and assessment
    - Describe how you will develop organizational frameworks for student mobility
    - Describe the development of a strong evaluation plan
    - Describe the teaching exchanges related to the project (if applicable)
    - Describe how you will use computer-based technologies (if applicable)
  - d. **Formats and Activities—Complementary Activities**
    - Describe how the project relates to the purposes of the EC-US Program
    - Describe in detail the nature and purpose of the project
    - Describe what you plan to accomplish in the proposed timeframe
    - Define your project goals and describe an evaluation plan
    - Describe the potential impact of the project for a wider group of institutions.
  - e. **Proposal Narrative Certification—All Projects**
    - Both lead partners must sign and date the narrative (at the end) to certify that the same proposal has been submitted to DG EAC and FIPSE
5. **Partner Identification Forms.** You must list contact information for each EC and US partner. The EC and US forms request the same information.
6. **Personnel Information.** You should clearly describe the qualifications of all key personnel related to the project. You may attach an appendix with brief bios or resumes (limit one page). Do not submit lengthy resumes.
7. **Budget.** The budget should follow the formats set out in the respective US and EC application forms. Please use the enclosed budget form to categorize requested costs.

Follow the separate instructions for the US and EC budgets. For US applicants the budget figures must be submitted in US dollars. For EC applicants the budget figures must be submitted in Euros.

8. **Work Plan.** For the FIPSE submission, you must include a work plan (as a table or list in the narrative or in a separate appendix) listing the goals and objectives for each year of the project. For each goal and objective indicate how you will measure success and completion. For the DG EAC submission, you must use the work plan form in the EC guidelines. Both work plans must be substantially the same.
9. **Student Mobility Chart.** The student mobility chart should show the proposed transatlantic flows between each EC-US institution and organization.
10. **Endorsement Letters.** You must submit letters of endorsement written by a senior executive or academic officer from each US and EC partner in the consortium, indicating how this project fits within the mission and the international strategy of the institution or organization, and emphasizing what this project will add to that strategy. The letters must also include specific mention of a commitment to develop memoranda of understanding on tuition, credit recognition and student exchanges. You may submit copies of the original letters from overseas partners. The letters of the European institutions and organizations must indicate the amount of the financial contributions each institution is willing to make in support of total project costs. Such a contribution may be in staff time.

All proposals submitted to FIPSE must include the following three appendices:

**Assurances and Certifications.** Please sign and submit the assurances and certifications that are found in the back of this application packet.

**Intergovernmental Review of Federal Programs.** This competition is subject to Executive Order 12372 and the regulations in 34 CFR 79. The objective of the Executive Order is to foster an intergovernmental Federal and State. Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under this Executive Order. To comply with this order, you must send a copy of the proposal, with a cover note indicating that you are applying to the EC-US Program, to your state contact person or office from the list in <http://www.sheeo.org/about-sheeo/agencies.htm>. Please enclose a copy of your cover note in the appendix.

**Equitable Access and Participation.** Section 427 of the General Education Provisions Act (GEPA) requires each applicant to include a description of proposed steps to ensure equitable access to, and participation in, this Federally-assisted program. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. You should determine whether these or other barriers may prevent your students, teachers, etc. from access or participation in this Federally-funded project or activity. You may use your institution's or organization's non-discrimination statement if that provides assurance of how you plan to address those barriers.

For EC applicants only:

**Legal Status Documentation.** Applicants that are not public organizations must prove that they are legal organizations and that they have the legal and financial capacity of carrying out the proposed project. For this purpose such applicants must submit a declaration of their honor, their profit and loss account and the balance sheet for the last financial year of which the accounts have been closed.

## **11. How are projects selected for funding?**

For EC applicants only--DG EAC will determine the eligibility of proposals submitted in Europe prior to funding consideration. A proposal submitted in Europe will be considered ineligible if:

- it is submitted after the closing date of the call for proposals, i.e., 28 March 2003
- the application form does not have the signature of the applicant
- the activity proposed is not covered in the program
- the proposal exceeds the maximum duration allowed
- the applicant or one or more partners are ineligible
- the consortium does not meet the minimum partnership requirements
- the proposal does not contain the legal status documentation cited in section 10
- the proposal does not contain an adequate project description
- the applicant requests a financial contribution above the maximum as indicated in the guidelines
- the applicant requests funding for more than 75% of the total eligible project costs

For all EC and US applicants--DG EAC and FIPSE will select projects for funding on a bilateral basis assisted by panels of independent experts. While overall attention will be paid to supporting a diverse range of institutions, the eligible proposals will be judged primarily on the basis of the following three selection criteria, weighted equally:

### **1. The significance of the proposed project, as determined by –**

- The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies;
- The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used in a variety of other settings; and
- The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

### **2. The quality of the design of the proposed project, as determined by –**

- The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and

- The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

3. **The adequacy of resources**, as determined by –

- The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;
- The potential for continued support of the project after FIPSE/DG EAC funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support; and
- The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

## 12. What are the requirements for the performance reports?

FIPSE and Directorate General for Education and Culture will carefully monitor the progress of projects towards their goals through communication with their respective lead and partner institutions and through communication among themselves. Although the timing of the reporting schedule differs somewhat between FIPSE and DG EAC, project leaders from both countries are required to submit to their respective government agency performance reports on the project goals, including memoranda of agreement on credits and tuition, curricular development, student mobility, project expenditures, and a detailed plan for upcoming activities. For the US partners the reporting requirement also includes the writing and updating of the project description. Both DG EAC and FIPSE require a final report.

FIPSE has web-based formats for electronic filing of US project descriptions, annual performance reports, and final reports. FIPSE and DG EAC will send instructions and dates for filing performance reports to the respective lead partners.

### **Fulbright-European Union Scholarships.**

Information about the Fulbright Program may be found on the US State Department website at <http://exchanges.state.gov/education/fulbright>.

### **Paperwork Burden Statement (US applicants only)**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0636. The time required to complete the information collection is estimated to average 30 hours for the final proposal per response, including the time to review instructions, search existing data resources, collect the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving these guidelines, please write to: Joe Schubart, U.S. Department of Education, ROB-3, Room 5624, 7th and D Streets, SW., Washington, DC 20202-4651.